
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Preparation for New York Regents' Examinations in Typewriting One-Year and Typewriting Two-Years

By Solomon Safran, A. B.

Morris High School, New York City

THE chief aim of this article is to provide suggestions to teachers preparing pupils for the Regents' Examinations in both Typewriting One-Year and Typewriting Two-Years, respectively. Teachers should find these suggestions an excellent aid in preparing pupils not only for the examinations but also for a better understanding of what a stenographer and typist should know in the business world.

Those teachers who are desirous of preparing directly for the Regents' Examination in typewriting should look over the questions that have been given for the past five years in order to become familiar with the type of questions asked.

The subject matter outlined in the syllabus issued by the State Education Department for

prospective candidates of Typewriting One-Year and Typewriting Two-Years, respectively, should be adhered to strictly.

Typewriting One-Year

By the end of the first year the candidate is required to know the parts of the machine and their use and to be able to

1. Typewrite a passage of approximately 100 words in five minutes
2. Typewrite an exact reproduction of a letter
3. Set up a letter
4. Address an envelope
5. Fold and insert a letter in an envelope
6. Typewrite a simple bill
7. Typewrite a simple statement
8. Copy a simple tabulation

As the examination date draws near, the problem confronting the teacher is how to

present preliminary tests in the most effective manner.

Following is a week-to-week schedule that has been found successful:

Monday—Speed test—One set-up letter—Addressing of envelope for same—Folding and inserting letter in envelope.

Tuesday—Speed test—One exact copy of letter—Addressing of envelope for same—Simple bill.

Wednesday—Speed test—One set-up letter (use of such expressions as *In Re.*, *Attention Mr. Smith*, *Enc.*, etc.)—Simple statement.

Thursday—Speed test—Discussion of the following:

1. Parts of machine
2. Proper use of same
3. Cleaning of machine
4. Practice writing on ruled paper, and making carbon copy of letter

Friday—Tests, consisting of the following:

1. Speed test
2. Letter (alternate set-up with exact copy every Friday)
3. Simple tabulation—Bill—Simple statement (Select one of the three every Friday)

Attention is directed to the daily speed test, five minutes in duration for Typewriting One-Year and seven minutes in duration for Typewriting Two-Years. This speed test should be a part of the daily typewriting recitation whether the Regents require it or not.

In these preliminary tests a high standard of accuracy should be set by the instructor. The following is suggested:

A deduction of ten per cent for each error incurred, with the exception that the deduction made after the tenth line of writing for Typewriting One-Year pupils should be reduced to five per cent, and for Typewriting Two-Years pupils to five per cent after the fifteenth line of writing.

Next in importance is the marking of letter writing. Letters should be rated either as satisfactory or unsatisfactory. Any letter containing a major error should be considered unsatisfactory. Some such method of marking as this should prove beneficial:

Satisfactory letter, 100%.

Unsatisfactory letter, 60% or less

One hundred per cent should by no means be looked upon as too high a standard for the teacher to set. Pupils may complain at first, but after they have cultivated the habit of accuracy this performance should prove a comparatively easy one.

Typewriting Two-Years

In Typewriting Two-Years, where commercial correspondence and office practice are important elements of the examination, the teacher should dwell upon the following topics:

1. Simple punctuation
2. Use of capitals
3. Commercial abbreviations

4. Commercial correspondence

- (a) Approved forms of
 - Heading
 - Introductory Address
 - Salutation
 - Body of Letter
 - Complimentary Close
 - Signature
 - Emphasis on forms of closing parts of letter

(b) Ordering goods

- Accompanying remittances; checks, drafts, notes, etc.
- Circular and Form Letters
- Application for position
- Miscellaneous letters

(c) Postal information

- Classes of mail matter
- Rates—domestic, foreign
- Postal money orders
- Registered letters
- Special delivery

5. Use of contractions, abbreviations, figures and special characters

6. Telegrams

7. Practical suggestions for handling correspondence

- (a) Filing systems
- (b) Card-index systems
- (c) Copying methods—Duplication—Letter Press—Mimeographing—Multigraphing—Carbon copies

8. Advertisements

- (a) Text (copying)
- (b) Display (original)
- (c) Mediums
 - Newspapers
 - Magazines
 - Circulars and letters
 - Street cars
 - Billboards

The following suggested daily schedule is advisable for the teacher to employ from week to week in covering the subject of Typewriting Two-Years:

Monday—Speed test—One set-up letter—Addressing of envelope for same—Tabulation problem.

Tuesday—Speed test—The writing of special characters—Bill—Simple statement—Copying on ruled lines.

Wednesday—Speed test—Legal Work (Folder, Summons, Complaint, etc.)—Financial statement.

Thursday—Speed test—Exact copy of letter—Use of carbon paper—Statement of resources and liabilities—Telegram—Cablegram—Miscellaneous letter style.

Friday—General test: Specimen questions:

(First week) Set-up letter—Statement of resources and liabilities.

(Second week) Set-up letter—Summons—Folding of legal paper.

(Third week) Speed test—Set-up letter—Tabulation

(Fourth week) Set-up letter—Telegram—Cablegram

(Fifth week) Speed test—Special characters—Copying on ruled lines—Bill—Simple statement

(Sixth week) Exact copy of letter—Use of carbon paper—Addressing envelope

For purposes of review, it is expedient to place in the hands of each pupil a set of mimeographed questions embracing the entire subject of typewriting and office practice. One hundred theoretical and practical questions should suf-

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The Use of the Blackboard in Teaching Shorthand

By John Robert Gregg

— Teaching Through The Eye —

HARDLY any other subject in teaching lends itself so well to blackboard illustration as does shorthand. Shorthand is essentially *writing*, and the blackboard is the ideal medium for conveying to a number of students the ideas you wish to express. You can teach them more in a few well-executed outlines on the board than you can by many minutes of talking, for there is much truth in the old saying that "seeing is believing."

The average class of shorthand pupils is made up of three learning types—those who learn mainly through their eyes, those who acquire knowledge chiefly through their ears, and those who depend upon both eyes and ears. By far the greatest number learn through their eyes.

Charting the Way

Blackboard illustration, being intensely graphic, focuses attention and impresses forms and principles so vividly that the student carries them away with him permanently. Textbook illustrations go much farther in real teaching than any amount of printed description. But they cannot go so far as the teacher goes in his illustrations on the board. The teacher can demonstrate movement, which is just as important as form, because form is the result of movement. This the textbook illustration cannot give.

Any teacher who is thoroughly versed in his art knows, however, that there are forms for words, combinations, and phrases that have to be *shown*, if they are to be assimilated; and he must realize that the time saved in "showing" an entire class at one time is infinitely precious. The blackboard becomes the illuminating center. With its aid the teacher can appeal to the eyes of all his students at one time, showing them not only the correct outlines to write, but also the correct, the easiest, the expert way to write them. Those blackboard outlines are going to make an impression. Seen with the eyes, they are going to be photographed on the brain, and from the brain transmitted to the hand.

In my paper on "Tricks of the Trade in Teaching Shorthand," I said:

Perhaps nothing marks the difference between the experienced teacher and the novice more than the method of using the blackboard, and I would name the intelligent use of the blackboard as one of the greatest tricks in our trade.

From the position he assumes before the board, the inexperienced teacher often appears to believe that his pupils can see through him—I mean in the literal sense. But in our profession the art of "side stepping" is just as important as it is in the noble art of self-defense. The experienced teacher after writing the outlines on the board will step aside in an easy, natural manner so that students in all parts of the room may have a clear view of the board. The inexperienced teacher is very apt to write his outlines so small and faint that they cannot be seen by any except those close at hand.

The knack of retaining proportion of outline while writing large on the board is a trick that requires considerable practice.

We have always had a profound belief in the educational advantage of good blackboard work in the shorthand classroom. When we see a fine specimen of shorthand on the blackboard, it is seldom indeed that we find the notes of the students awkward or sprawling. A teacher who takes a pride in the attainment of an excellent style of shorthand is not likely to be satisfied to have students write poor shorthand; and as students are interested in the shorthand written by their teacher, the forms on the blackboard make an indelible impression upon their minds.

Pointing the "Right" Road

Shorthand is largely manual, and the technique of execution can be most quickly secured by the imitation or practice of correctly written forms placed before the student as illustrations. When a teacher places a shorthand form on the board the students instinctively imitate the manner of writing and the actual form of the word or phrase, so that they are started off on the right road at once. They set out on the road to high speeds, high position and high salary—the Shorthand High Road, in fact—with a full and perfect equipment of correct ideas and correct *ideals* which combine the art

of fine penmanship with accurate, legible shorthand.

There is, therefore, a great responsibility resting on the teacher to practice assiduously to acquire a style of blackboard writing that will be a constant inspiration to his students.

Dread of the Board

There are teachers who regard the blackboard with dread not unmixed with scorn. They dread the "ordeal" of the writing itself, because they are conscious of a lack of skill in execution and have a fear of making mistakes. Therefore they are inclined to look with disfavor on the blackboard as an aid to instruction. But the teacher who fears making mistakes will not get very far in the teaching profession. The human element is always present and there is no such thing as perfection. A very little time spent in practice will bring an easy, accurate style which will add both to his teaching ability and to his standing with his classes.

—The Art of Blackboard Demonstration—

AND now a word as to the art itself—for blackboard demonstration is an art in itself.

It will be obvious that Gregg Shorthand lends itself particularly well to artistic blackboard demonstration. And, as artistry means speed—since graceful curves could never be made haltingly or clumsily—it is well worth the shorthand teacher's while to take pains in making his blackboard writing as pleasing as possible.

The Type of Board to Choose

The choice of the right kind of board aids in no small degree in the success of blackboard demonstration.

The most common is, of course, the wooden board, with its accompanying easel. The main drawback to this style of board is that it is generally small, and the necessity for frequent erasing and reversing wastes much time and often mars the effect of the lesson. The teacher's work can be spoiled, too, by loss of confidence brought about by the instability of the easel-supported board.

Another type of movable board is set in a wooden frame, turning on a swivel placed in the frame at either side. This type is useful, but here, too, as a rule, smallness is a great drawback.

Some classrooms are equipped with large boards slung onto the walls by ropes, with pulleys and pegs to allow the board to be raised or lowered and secured at will. This type of

A school manager once said to me, "I am not quite satisfied with the work of Miss A. She does not get results equal to those of last year, when Miss L. was teaching for us."

Then he added: "I don't know shorthand—wish I did—but I notice that our former teacher used the blackboard a great deal in drilling the students, and that Miss A. never makes use of it. I have wondered if it was because she was not a good writer and did not know the system thoroughly. It seems to me that shorthand must be like penmanship, and that good examples on the blackboard help to encourage and inspire the students. They will imitate what they see on the board, and, if it is good, it will help them wonderfully. Anyway, it makes a strong visual impression, which should be helpful, assuming, of course, that the teacher has a good style of writing."

I agreed with him.

Then he went on, "That shorthand classroom of ours is lifeless this year, and I want a teacher next year who can use the blackboard as Miss L. did, and wake 'em up."

board is a favorite with many shorthand teachers, on account of its adaptability. It saves much stooping and stretching, and permits greater uniformity of outline.

The Specially Prepared Wall Surface

Sometimes a portion of one or more of the walls of a classroom is specially treated and prepared to give a fine writing surface; or, again, the board may be set into the wall, thus affording ample blackboard space. There are three popular types of such blackboards, each type giving excellent service—natural slate, imitation slate, and manufactured boards.

Natural slate blackboards are permanent, economical, and sanitary. They are fireproof, easy to clean, easy to write on. Some of our largest cities have slate blackboards, installed in schools in the sixties, which are still in daily use—as good as new.

There is an imitation slate board made of asbestos fiber, Portland cement, and coloring matter, united under hydraulic pressure of 3,000 pounds to the square inch into dense, homogeneous slate-colored sheets $\frac{1}{4}$ inch in thickness. Its manufacturers claim it is fire and waterproof and cannot be broken by jars or vibrations. It weighs less than one-half as much as slate, but is harder and possesses greater tensile strength.

The manufactured board is known by several trade names, among which "Hyloplate" is one of the oldest and best known. These boards

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MARIE E. MARIK,
New York City
(above), tied for
third place with
MARIE MAHAFFY,
South St. Paul,
Minnesota (below)

RUTHEDA HUNT,
Evanston, Illinois,
winner of the first
Trophy Cup



**MRS. J. P.
PETERSON,**
Minneapolis,
Minnesota (above),
tied for second
place with
ELEANOR SKIMIN,
Detroit, Michigan
(below)



**Who will win
The Blackboard
Trophy for
1928?**



CONVENTIONS

Connecticut State Teachers' and Business Educators' Meetings

October 28, 1927

NO detailed report of the Connecticut meetings has been sent us, but we are indebted to Mr. Roderic K. Stanley, president of the Connecticut Business Educators' Association, for the programs of the commercial section meetings of the State Association. The members of Mr. Stanley's association also participated in these fall gatherings, although the annual meeting and contests of the Business Educators' Association will not take place until March 17, 1928, at Bridgeport.

The programs of the State sessions speak for themselves:

Bridgeport Meeting Central High School

Chairman, Ivan F. Ahlgren, Chairman Commercial Department, High School, Danbury

10:00 "Bookkeeping Methods: Balance Sheet Approach"

S. Wadsworth Fox, Professor of Bookkeeping Methods, College of City of New York

Hartford Meeting

Hartford Public High School

Chairman, Roderic K. Stanley, Chairman Commercial Department, Weaver High School, Hartford

2:00 (a) "A New Method of Teaching Bookkeeping"

Guy D. Miller, Head of Business Department, High School of Commerce, Springfield, Mass.

(b) "The Making of a Secretary"
Charles L. Swen, The Gregg Publishing Company

(c) "Business as a Business"
Geo. H. Cohen, Assistant United States District Attorney

New Haven Meeting New Haven High School

Chairman, George S. Murray, New Haven Commercial High School

2:00 "Are Commercial Courses functioning from the Standpoint of Vocational Education?"

C. B. Ellis, Principal High School of Commerce, Springfield, Mass.

New York City Gregg Shorthand Teachers' Association

Report by A. Alan Bowle

THE first meeting of the season of the New York City Gregg Shorthand Teachers' Association was held in conjunction with the Commercial Education Association on Saturday, October 29. The meeting took place in the High School of Commerce, where a very fine Industrial and Commercial Exhibition had been arranged.

Demonstration Classes Held

Students of The Gregg Institute, College of the City of New York, attended and received their instruction from Miss Martha E. Bowen, expert shorthand teacher. This is the first time

that an actual class has carried on its work before a convention. Miss Bowen emphasized in her presentation the necessity of plenty of writing and reading of shorthand right in the classroom. Although very early in the course many sentences were dictated and read back by the students. It is this introduction of many sentences in the early lessons that is a feature of Miss Bowen's work. Special mimeographed sheets of the sentences were distributed. One of special interest was the questions written in shorthand to be answered in the same way. The shorthand was placed on the board and the students wrote their answers in shorthand and read their notes back.

The Methods Class of Mr. Mark I. Markett also received the most favorable comment. In his discussion of methods Mr. Markett stated that class periods resolve themselves into four phases. First, drill should be given on the common words and phrases. This should be given quickly, for drills are of value only to speed up the shorthand writing. Second, comes reproduction, or daily review. The review work should consist of writing of that learned in the previous lesson or such part of it as is necessary. New points of view to drive home the work should be introduced. Third, instruction. And this Mr. Markett considers most important. The work should be intensive. Both inductive and deductive methods of instruction should be brought into play. The lesson should be developed logically and reasons given for the various points of theory when questions are asked. The fourth phase, assignment, is important too. Assignments should be definite and clear. They should be

long enough but not so long as to encroach upon the other studies of the students. They should be thoroughly explained, but not too much so—not enough to stifle initiative. And each assignment should have a purpose.

Practice Your Own Profession

Mr. Earl W. Barnhart, Chief of Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., addressed the meeting, pointing out that teachers should be able to do what they teach. Shorthand teachers should be able to write shorthand well and rapidly, and be able to read shorthand rapidly and well. Students must also do this, and perhaps a test on the student's ability to read print should first be made and then train the student to read shorthand as rapidly as he reads print. Mr. Barnhart also suggested that a normal dictation be given instead of the stilted reading that is so often given.

Commercial Section

Michigan Education Association Institute

Detroit, October 28, 1927

Report by Eleanor Skimin, Northern High School

Chairman: Jesse McGregor, River Rouge High School

THIS section met at noon on Friday, October 28, in one of the banquet halls of the Masonic Temple, where a delicious luncheon was served. The tables were filled with men and women, thoroughly representative of this branch of the profession.

Credit at Michigan University

Dr. George E. Myers, professor of Vocational Education and Guidance, University of Michigan, was the first speaker. Dr. Myers told what the University of Michigan is doing toward giving commercial teachers credit. The School of Education of the University of Michigan has suggested a curriculum for commercial teachers and has agreed to allow commercial teachers 24 hours' credit for entrance into the University. A tentative program has been made out by a committee for such a course of training but as yet has not been adopted by the University.

What Commercial Students Seek

Mr. W. O. Winkler, of the Business Institute, Detroit, was the second speaker and he told in a very concise, clear manner what the many thousands of people are seeking in the Business Institute today.

"They have come for over a quarter of a century, now far in excess of ten thousand. They come both young and old, seeking information that they should have obtained when a child. As these people pass by we ask this question—'What are they seeking?' They are seeking a more abundant life. They are hindered by not having some of the fundamentals of education."

Mr. Winkler said that our educational institutions stand out as beacon lights of culture and light, but they have failed to give a practical education. Competition is keener today than ever before and it behooves the commercial educators to bear the responsibility that rests upon their shoulders.

The Latin teacher who can get most of his pupils to a grade of 75 per cent has done a good job. The teacher of Literature who gets 80 per cent will stand out in the community, but what of stenography teachers whose students get a grade of 75 per cent? There must be no such passing marks in subjects that young people learn to earn a living. Too, there is just as much culture in a neatly constructed page in penmanship or in a nicely constructed letter of recommendation as in a paper or thesis on "My First Toy." Algebra problems are no more cultural than the drills of shorthand.

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In closing, Mr. Winkler said that he was mighty glad he was a commercial teacher.

Make Accounting Count

Dr. Wm. A. Paton, professor of Accounting at Ann Arbor, gave a very instructional talk on The Interpretation of Accounting Reports.

Dr. Paton said that the tendency has been to stress mere figures and not enough of just everyday explanation. A narrative statement might be more beneficial than the present one, with a straight-forward discussion of the main essential elements. A graph would make an accounting report more intelligible.

Too often the bookkeeper and accountant is more interested in the artistic set-up of his books than he is in thinking of bookkeeping as a tool for a more efficient business administration. A cut-and-dried way of making reports has been followed since time immemorial, and if any change is suggested from the orthodox statement a great cry is heard. Many of our reports, said Dr. Paton, are usable by managers of business enterprises, but are of no purposive value. One of the most important things for the teacher of accounting to

incorporate into his teaching is this need for greater elasticity of statements.

Rhythm and Speed in Shorthand Writing Demonstrated

"Vitalizing the Teaching of Shorthand" was the title of a very inspiring talk by Miss Helen W. Evans, Gregg School, Chicago. Miss Evans demonstrated very clearly how a teacher can inspire a shorthand class by first of all being inspired herself. She strongly stressed the fact that we need to get in closer touch with each individual student in encouraging each one to become a top-notch in whatever line he is best fitted. We must teach him to have patience, stick-to-a-tive-ness, and persistence. Too many give up before they get to the top. Miss Evans supplemented her talk with a demonstration of rapid writing and rhythmic shorthand writing to music.

New Officers

The new officers elected are: C. W. Kammerer, Central High School, Detroit, Mich., *chairman*, and Eleanor Skimin, Northern High School, Detroit, Mich., *secretary*.

Kansas State Teachers' Association

Consolidated Commercial Section, Wichita, November 3 and 4, 1927

Report by L. C. Rusmiser

States are not great, except as men may make them,
Men are not great unless they do and dare!

SO wrote a famous Kansas poet in the days when Kansas was struggling for supremacy, and such seems to be the slogan of the commercial teachers of the state even to this day. Be it known that Kansas is a great state, its dimensions reaching four hundred miles from East to West and two hundred miles North and South. For this reason the State Teachers' Association is held each year in four sections that it may be more accessible to the rank and file. This has necessarily cut the commercial program into four parts, which seemed unsatisfactory, and so last year a bunch of insurgents "insurgued," with the result that this year all commercial teachers trekked to Wichita, some two hundred and fifty strong, and a great meeting was held.

Mr. H. S. Miller, chairman of the Commercial Department of the Wichita High School, was the guiding spirit and he did it in a masterful way. An unusual program was provided, speakers of national repute were brought from afar, which would have been impossible under the old plan, and two full days' work was done. It has been my fortune to attend such meetings

in some twenty states, where usually there are from four to six numbers on a short commercial program, but in this instance Kansas attained stardom just as she did when starting almost all forward movements in the past—such as prohibition and woman suffrage.

After a few words of greeting, Mr. Miller introduced Mayor Combs of Wichita, who pointed to the city as the educational and commercial center of the state, the Garden Spot of the world. The Mayor was most interesting and inspiring and was ably responded to by Mr. C. E. Birch, commercial supervisor of the Public Schools of Lawrence, Kansas. He recalled the early days of commercial work in the state and remarked the great progress that has been made along this particular line.

Coöperative Research

The leading address of the session the first day was A Plan for Coöperative Research in Commercial Education, by Dr. E. G. Blackstone, director of Commercial Education at the University of Iowa. Dr. Blackstone is

one of the leaders in this particular field and hit the high spots of the work he is doing to the greatest interest of his audience. "Too often the teacher's only defense is 'This is the way I do it' instead of offering plans based on scientific research," explained Dr. Blackstone. "We are now educated to a point where we must have facts. The development of means for measuring progress and skill has been very rapid. Boards of Education in many cities are making surveys to economize cost and increase efficiency, and in every instance have discovered that we have been teaching some studies that should be omitted and omitting some that are of the utmost value."

Dr. Blackstone then outlined a plan whereby the schools may very efficiently cooperate with the universities and teachers' colleges by conducting experimental classes and thus arrive at more definite conclusions. After many questions were propounded to Doctor Blackstone, a motion was made that a committee be appointed to make a definite study and determine the value of the Commercial Program of Studies as compared with that of the academic departments. Mr. W. A. Lyerla, State Teachers' College, Pittsburg; Mr. L. A. Parke, State Teachers' College, Emporia; Miss Hemphill, of Nickerson High School; Mr. McKinney, of Winfield High School; Dr. D. S. Gates, of the State Teachers' College, Hays; Miss Corinne Clark, Holton High School; and Mr. C. E. Birch, of the Lawrence Public Schools are the members of this committee.

The audience was then given the privilege of hearing Mrs. H. S. Miller, a whistler of national reputation, and she delighted all present with her ability. She was followed by Mrs. Harry Taylor, who sang *Caro Nome* and some short selections, these two numbers constituting a most delightful diversion from the general program.

Accounting Methods of Teaching

This topic was assigned to Mr. P. B. S. Peters, head of the Commercial Department of Manual Training High School, Kansas City, Missouri. The "Judge" very cleverly held up some of the popular arguments of the day as fallacies which may easily be overdone.

"What we do not understand we oppose." Changes do not come so much from reversal of principle as from change of views. We have reached a refinement in measurements. We can now not only measure the proficiency of the pupil but his ability to handle the subject. It is possible to arrive at a definite conclusion now without undergoing mental massage! Generally speaking, through the use of

many of the extreme schemes of measurements, both the pupil and the teacher do a lot of bluffing. Questions are never settled by Research Conventions, but such meetings create the desire to get out of the channel and investigate. However, research usually enables one to find out just what he *wants* to find out! Finally, he asked if it is not true that too much research and measurements often tends to put commercial teaching on a mechanical basis, just what we all wish to avoid.

Throughout the meeting there was a tendency among the teachers to get close to all points, through questioning the speakers

and discussing everything very freely among themselves. It is said that in a neighboring state folks must be *shown*. In Kansas they do not take anything for granted, they want to dig it out for themselves. Thus ended the first day of the meeting, and it was a full day and a profitable one.

Aspiring to New Heights in Shorthand Teaching

In a most convincing and eloquent manner this subject was presented by Mr. William D. Wigent, manager of the Chicago office of the Gregg Publishing Company. He reasoned that since *business* is the greatest business in the world, educational processes must advance and improve to keep abreast and make learning more effective. Teachers should have a clear perspective and high ideals. The ultimate result should always be kept in mind. The wise teacher instructs his pupils *how* to study, for the very future of the Nation depends upon this training, the pupils of today will be the business men and women of tomorrow. Enthusiasm considers no obstacles and acknowledges no defeat. Visualizing the road ahead is the only key to success. The stenographer should have a flexibility of skill for use in



H. S. Miller
Wichita, Kansas

an emergency; training must not be mechanical in any sense. The great possibilities of shorthand as a medium for the progress and advancement of the pupil should be well brought out in school. No one should be content to be just a stenographer, for that vocation places one at the very heart of the business and the possibilities thereby revealed should be cited as the ultimate goal. Probably a majority of the lawyers of the land began as law stenographers, likewise a large proportion of the prominent men of big business began as shorthand writers and thus learned the business through the dictation of heads of departments and the president himself. Whatever you want to be, want it enough to pay the cost. The teacher should instruct the pupil to sense the ability of the expert at all times. Mr. Wigent was questioned upon many points by various teachers and an informal discussion was held.

High Lights in Commercial Education

High Lights in Commercial Education was handled ably by Dr. F. C. Onstott, of the University of Denver, School of Commerce, Accounts and Finance.

The development of noble purpose is the most supreme object of life. Those who achieve most in human happiness are those with a definite purpose in life. There should be some action taken to curb the trend of the stable rural population from shifting restlessly to the larger centers. There is no nobler calling than the business of the farmer, and the farmer of today is successful only when he has had a good business training and practices business in his profession. The tendency of a certain percentage of the people, and

teachers are equally guilty, to depreciate the value of all that *is* and demand all that *is not*, should be discouraged in their teaching. We should teach pupils to preserve what they have and add thereto rather than to tear to pieces and experiment, which always leads to disaster. The Institution is our greatest heritage, it has been passed to us through the ages, its spirit must be kept alive or we shall all perish.

State Organization Formed

A Constitution and By-Laws was adopted after discussion. A point worthy of mention was that the Vice-President each year becomes the President the succeeding year.

Round Table

Mr. J. U. Massey, director of Commercial Education at Columbus, Kansas, led the Round Table, at which the following subjects were discussed: The Demand of Business, Problems of Building a Commercial Curriculum, Improvement in Teaching Methods, Tests and Measurements, Commercial Teachers Must Be Better Prepared, School Executives and Commercial Education, Young Men and Shorthand, Business English, Salesmanship as a High School Study, and Shorthand and Typewriting Contests.

This whole magazine would be taken should we attempt to report this great meeting fully. All subjects were discussed in detail by the teachers themselves; they took nothing for granted, but talked freely, each one doing his "bit." It was a most delightful and instructive meeting.

Northeastern Ohio Teachers' Association

Cleveland, Ohio, November 4 and 5, 1927

THE first general meeting on Friday morning was addressed by Dr. Alexander Meiklejohn, of the University of Wisconsin, who is conducting one of the most unique experiments ever attempted in education. His audience of nearly 12,000 educators, comfortably seated in Cleveland's great new Public Auditorium, was treated to one of those very rare intellectual feasts that defies description.

Democracy and Education

His theme—Democracy and Education—was filled with thought-compelling verbal thrusts that provoked real self-searching. Frequently he revealed the stark falseness of things as they are, and always he sounded the trumpet-call of hope if only democracy might function through education.

We shall risk doing inadequate justice to Dr. Meiklejohn by quoting a few outstanding

sentences, because we are sure our readers will enjoy the morsel our small space permits. Among other things, he said:

I think the chief trouble with us teachers is that we don't know what we are teaching for. We are not very clear as to the purpose of it. We teachers in America can teach anything that anybody else wants taught. . . . We can do it. . . . but we do as we are told. We do as somebody else decides. That means there is no vision in it; and I am quite sure that education will not be what it ought to be in America until the teachers of America become a free people.

As he discussed four different definitions of "Democracy," we thought of their application to the present trends in vocational (including commercial) education. Quoting again—"Democracy is a sort of deliberate madness. Democracy is something like this . . . It is the determination to treat people as if they were what you know they are not. It is opposed to aristocracy as a certain common sense that determines exactly what people are and then

treats them accordingly. . . . Aristocracy fails and democracy succeeds. . . . There is only one way in which I know you can get a man to be intelligent, and that is to believe that he is intelligent."

After remarking that "Our models are still the models of an old aristocratic education. . . . America has no school system now. . . . America is just at the beginning of the making of a system of schools for a democracy," he closed by quoting the "old Stoic dreamer . . . the teacher, Epictetus: 'The rulers of the state have said that only free men shall be educated, but God has said that only educated men shall be free.'"

Dr. Charles W. Gilkey, pastor of the Hyde Park Baptist Church, Chicago, addressed the morning session on the subject of "The Influence of Atmosphere." Out of a rich experience he brought a most helpful message that was received enthusiastically.

Afternoon Session

Friday afternoon the only meeting of the commercial section was held out at West Commerce High School, under the chairmanship of Mr. L. M. Hazen, of the East Cleveland High School. About one hundred commercial teachers were present.

Principal J. L. G. Pottorf, of the McKinley High School, Canton, described "What I expect of my commercial department." His policy is to place the commercial on a par with every other department. On several occasions commercial students have gained honors in competition with students from other departments. The commercial department serves other departments by furnishing clerical assistants when needed, thus saving clerk hire and giving pupils practical experience.

Mr. Harold H. Smith, of the New York office of the Gregg Publishing Company, spoke on *The Rhythmic Basis of Skill*. Citing the old Spencer Penmanship textbook (1866) as proof that rhythm had long been recognized as fundamental in gaining writing skill, and that the metronome was used at that early date, he brought out the superiority of music as an aid to establishing rhythmic control, both in shorthand and typing. Teachers should bear clearly in mind, he pointed out, that skill in either subject comes through the student having a correct concept of form or movement, fluent

practice of this form or movement at low rhythms, and drill at steadily increasing rhythms up to the limit of individual performance.

A very clear distinction was made between the ordinary idea of rhythm, known in music as "regular" rhythm, and the "changing" rhythm of expert performance—slightly changing, it is true, but always rhythmically done. Mr. Smith offered a number of suggestions for the guidance of teachers lacking much personal skill looking toward their setting correct examples of fluency in shorthand and typing.

Mr. L. L. Jones, commissioner of records and special service, Board of Education, Cleveland, read a strong paper on the situation with respect to commercial education in Ohio, particularly with respect to the preparation of teachers and the facilities for training them. He pointed out that most, if not all, vocational guidance association meetings ignored commercial educators, although about a third of our high school pupils are taking commercial work. In the case of Ohio, twenty per cent of the teachers in the high schools are commercial teachers, yet the standards for commercial teacher certification are now low and the state authorities are doing very little in the way of offering facilities for improving the present standards. Mr. Jones has personally done nearly six years of work in various higher institutions only to find that it "melted down" to two years' credit by the North Central Association when he came to use it.

He feels that teachers should keep in closer touch with their profession through teachers' magazines; that they should try to secure the appointment of state and city supervisors of commercial education; that state-wide studies in business subjects and courses should be made to keep the work of the schools up to date; that teachers associate themselves more with business men in their communities; and, particularly, that the association take steps to form a state commercial teachers' association and a northeastern section to affiliate with the state group.

A committee was later appointed upon the authority of the teachers present to draw up a constitution, and Mr. Jones was designated delegate to the conference to be held at the State University in March, 1928, at which a state organization is to be effected.

[Reports on the meetings of the other Ohio state sections will appear in our next issue.]

**IS YOUR SPECIMEN IN FOR THE BLACKBOARD CONTEST?
THIS IS THE LAST CALL. YOU HAVE ONLY UNTIL JANUARY 31!**

The Teachers' Blackboard Contests

Looking Backward and Forward

By Florence E. Ulrich

Editor, Gregg Writer Art and Credentials Department

THE value of artistic shorthand writing to the teacher of shorthand is so well expressed by Mr. Gregg himself, that I take the liberty of quoting him:

"There is hardly any other subject in teaching which renders itself so well to blackboard illustration as shorthand does. Shorthand is essentially writing, and the blackboard is an ideal medium for conveying to a number of students the ideas you wish to express. You can teach your students more in a few well-executed outlines on the board than you could by many minutes of talking. . . . The blackboard is a great stimulator of interest. It is intensely graphic; it focuses attention; it impresses forms and principles so vividly on the mind of the student that he carries them away with him permanently. There are hundreds of forms that can really be taught only by illustration. The students have to see the actual execution of them in order to get the correct idea."

Back at the Beginning

The Teachers' Blackboard Contest was inaugurated in 1916, and became an annual event almost from that time. It is primarily the outgrowth of the teachers' contests that used to be held at the Gregg Shorthand Federation meetings. The Blackboard Contest began with the publication of a few notes written on the blackboard by Mr. Gregg, and teachers were quick to see the professional advantages to be had from this collaboration.

The response to this early contest was good, and it became a feature of the *Gregg Writer credentials'* service.

Early Winners

That first blackboard contest was held, as we have already said, in 1916. Miss Mary MacDougall, Wheat City Business College, Brandon, Manitoba, Canada, won first prize; Miss Margaret Taylor, Cedar Rapids Business College, Cedar Rapids, Iowa, won second prize; Miss Elizabeth Hogg, Behnke-Walker Business College, Portland, Oregon, and Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota, tied for third prize; and Mr. Guy George, Stadium High School, Tacoma, Washington, won a special prize.

The second blackboard contest was held in 1917. Miss MacDougall again won first prize; Miss Rutheda Hunt, Evanston Township High School, Evanston, Illinois, won second prize; Miss Grace McClellan, Munson School for Private Secretaries, San Francisco, California, won third prize; and Brother Pierre, St. Stanislaus College, Bay St. Louis, Mississippi, won fourth prize.

Third-Year Winners

The third blackboard contest was held in 1918. Brother Liguori, St. Vincent's Boys' Academy, Newport News, Virginia, won first prize; Mr. George W. Scott, Riverside High School, Riverside, California, won second prize; Brother Angelus, St. Vincent's Boys' Academy, Newport News, Virginia, won third prize; Miss Rutheda Hunt, Evanston Township High School, Evanston, Illinois, won fourth prize; and Miss Grace McClellan, Munson School for Private Secretaries, San Francisco, California, and Miss Cora Ullom, Port Clinton High School, Port Clinton, Ohio, won special prizes.

End of the First Series

The fourth blackboard contest was conducted in 1919. Miss MacDougall, once again won first prize, this time tying with Miss Beatrice Vollum, Leigh-on-Sea, England; Mr. Guy George, Stadium High School, Washington, D. C., won second prize; and Miss Mary E. Jones, Utica, New York, won third prize.

Competitions Resumed

The blackboard contests were temporarily discontinued at this time and another contest was not announced until the year 1922. This time, Miss Rutheda Hunt, Evanston Township High School, Evanston, Illinois, captured the first prize; Brother Liguori, Bardstown, Kentucky, second prize; and Mr. Douglas Rodeback, San Diego, California, and Miss Vera M. Warriner, Detroit, Michigan, tied for third prize.

(Continued on page 162)

EDITORIAL COMMENT

ON SUNDRY TOPICS

Secretarial Training is Basic

A SHORT time ago we read with some astonishment the statement of a business man of prominence to the effect that secretarial training preferably should be "obtained on the job." This is going backward instead of forward. Come to think of it, it was exactly in that way that all business training was obtained up to within comparatively recent years.

The apprentice system which has been practiced from time immemorial, once applied to the law, to medicine, to the learned professions generally, and to industrial jobs, and it is still in effect in some fields. It is a hit-or-miss plan, and the individual profits only to the extent of his intelligence and his ability to select materials and to organize his study.

Today we have scientifically organized courses of instruction which teach the fundamental principles in a logical and economical way. The colleges, the universities, and the highly specialized business schools now give a broader and much better training in a shorter time than was possible under the old system. The subject matter and the method in such courses has been organized and standardized to stimulate creative effort and to promote the growth of the individual. The same thing has been done in the secretarial field.

Secretarial training obtained "on the job" is too wasteful of time. Fortunately this situation is recognized by the most progressive business institutions, as is evidenced by the fact that many of the schools specializing on secretarial training have a "standing order" from different business concerns to send them their best students.

Secretarial training requires more than a working knowledge of shorthand and typewriting, which after all are the mere tools of the profession.

Secretarial training helps the student to organize his work on a sound basis. It gives

him background, a broader and clearer understanding of the business structure as a whole and the vision to see opportunities for growth and for greater service. It makes him more adaptable.

Students who enroll for the secretarial course generally have no background of business experience. They do not even know the language of business, its methods, its structure, or its purpose. The working out of such practical problems as are presented in "Secretarial Studies" gives them this background and gives them the technique of handling secretarial work of a very high order.

The student rarely knows beforehand what kind of a job will be available. His training, therefore, must be comprehensive enough to meet almost any situation. What he knows of business in its broader conception, together with a well-developed technique in handling his job, will affect immeasurably his immediate value and influence his progress. If he is equipped with a general knowledge he will readily adapt himself to the new situation. On the other hand, if he is "green" about everything except his shorthand and typewriting he will have to learn secretarial work, if at all, "on the job," which may take years. In the meantime he suffers from the loss of working for a low salary; the employer loses by decreased efficiency.

The schools that are carrying on a well-organized course in secretarial training are forging rapidly ahead. Moreover, their students are earning higher salaries, are putting themselves in line for promotion, and the increased power for service is having its effect on the prestige of the school not only among business houses but with its clientele. "Secretarial Studies" offers a well-organized course of instruction in secretarial technique. It is a laboratory course adapted to use in both public and private schools.

BLACKBOARD REVIEW. First Lesson

1. Consonants

m n p q
 b t c k
 d g h j
 l r s v
 w x y z

2. Vowels

a e i o u
 æ œ
 ă ă
 ă ă

3. Circle Joinings

1. m n p q
 2. b t c k
 3. d g h j
 4. l r s v
 5. w x y z

4. Wordsign and Phrase Drill

m n p q
 b t c k
 d g h j
 l r s v
 w x y z

5. Punctuation

Period .
 Hyphen -
 Parentheses ()
 Paragraph ¶
 Interrogation ?
 Exclamation !
 Apostrophe '

6. Reading Exercise

m n p q
 b t c k
 d g h j
 l r s v
 w x y z

BLACKBOARD REVIEW. Second Lesson

1. Downward Characters

a c e g h i l o

2. Lineality

2/3 p p p a t e

3. The Blends Pr, Br, Fr, Kp

a b c d e f g h i j k l m n o p q r s t u v w x y z

4. Circle Joinings

*1 c 6 b 6 g 9 3 6 2
3 9 6 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9*

5. Wordsign and Phrase Drill

*2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9*

6. Reading Exercise

*2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9
2 3 4 5 6 7 8 9*

Sixth Event Results

The sixth blackboard contest took place in 1923. Mr. W. Rude, Oklahoma Agricultural & Mechanical College, Stillwater, Oklahoma, won first prize; Miss Vera M. Warriner, Detroit Business Institute, Detroit, Michigan, and Miss Lola Maclean, Detroit Commercial College, Detroit, Michigan, tied for second prize; and Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota, and Miss Eleanor Skimin, Northern High School, Detroit, Michigan, tied for third prize.

Seventh Round

The seventh blackboard contest was held in 1924. Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota, won first prize; Mr. Guy G. George, Coeur d'Alene High School, Coeur d'Alene, Idaho, won second prize; and Miss Nora T. Mangan, North Providence, Rhode Island, won third prize.

Many "Finishers" in Eighth Year

The eighth blackboard contest was held in 1925. Mr. Guy G. George, Coeur d'Alene High School, Coeur d'Alene, Idaho, and Mr. W. C. Blackwell, Holborn Hall College, London, England, tied for first prize; Miss Marie Mahaffy, South St. Paul High School, South St. Paul, Minnesota, won second prize; Miss Norah T. Mangan, North Providence, Rhode Island, won third prize; Mr. Bert Leach, Portsmouth High School, Portsmouth, Ohio, Mr. J. P. Griest, York High School, York, Pennsylvania, and Mr. C. G. Miller, Garfield Business College, Rochester, Pennsylvania, won the special prizes for especially good penmanship specimens.

Last Year Began Trophy Series

The ninth and last contest to date was that of 1926. A beautiful sterling silver trophy (to the winner of first place), and beautifully engrossed Proficiency Certificates were awarded for the first time in these contests. Miss Rutheda Hunt, Evanston Township High School, Evanston, Illinois, won first place and the trophy; Mrs. J. P. Peterson, Humboldt College, Minneapolis, Minnesota, and Miss Eleanor Skimin, Northern High School, Detroit, Michigan, tied for second prize; Miss Marie E. Marik, Haaren High School, Annex, New York, N. Y., and Miss Marie Mahaffy, South St. Paul High School, South St. Paul, Minnesota, tied for third prize.

While professional pride alone is sufficient to induce many teachers to enter the contests, a spur is frequently necessary to keep us "everlastingly" at the task of improving our shorthand writing style to the point where we become experts. The sterling silver trophy awarded as a permanent possession to the winner of first place, the medals, certificates, and other awards offered are evidence of professional prestige and recognition of a high degree of shorthand writing skill, and, therefore, most attractive incentives. Likewise, the opportunity to compare notes with others engaged in the profession, and to receive the suggestions and criticisms of experts adds to the zest of the competition. The approval of the board of examiners, composed of experts of shorthand writing, stamps the teacher a specialist—a coveted recognition and worthy of every teacher's utmost efforts.

Beware These Pitfalls!

The technique of blackboard writing differs somewhat from the technique of pen-writing in that the position at the blackboard and the manner of holding the chalk have considerable to do with the results obtained.

The principal faults to be found on some blackboard specimens are: notes that are too small and light to be readable; a style that is too cramped and closely spaced between outlines and between lines to be legible; and lack of proportion. These faults are readily overcome, of course, as soon as they are recognized and sufficient practice given to their correction. Participation in the Blackboard Contest affords an excellent opportunity and incentive for the correction of faults and the cultivation of a good style of writing, because care is taken to select contest material that will afford study and practice of combinations and joinings most common and frequent in shorthand writing, and outlines that, completely mastered, bring ease and facility in execution, and legibility and artistry in formation. These are the qualifications that characterize the professional writer. It is conceded, of course, that so long as the human element prevails, there is no such thing as perfection of shorthand forms, that errors are bound to creep in, but the teachers who have participated in these contests each year have made remarkable progress toward the goal of perfection.

Contest Runs from October to January

The latest Blackboard Contest was announced in the October *American Shorthand Teacher*, and remains open to all teachers of

Gregg Shorthand, with the exception of trophy winners of previous contests (the trophy series of contests began only in 1926), until January 31. Ample time has thus been given for practice on the blackboard before submitting any of the notes to the examining committee. The Credentials Department willingly criticises teachers' practice notes, written either with pen or on the blackboard if a photograph is submitted, and no charge is made for the service.

The Prizes Offered

To the first prize winner in the contest a beautiful sterling silver trophy is awarded as a permanent possession; to the winner of second place, a gold medal; and to the winner of third place, a silver medal. In addition to these awards, all teachers submitting creditable specimens of notes in the contest receive a beautiful Certificate of Proficiency in shorthand penmanship.

Suitable cash prizes as well as the other awards are given as outlined in the October announcement. These are secondary to the supreme reward of winning, however. It is the joy of achievement and the pride of knowing that one has distinguished himself in his profession which really counts.

Last Call!

Wrote Miss Nora M. Martin, a teacher of Bridgeport, Connecticut:

"I am sending you under separate cover my annual specimen for the Blackboard Contest.

For the last two years I have missed the convenience of a good blackboard and a good photographer. It takes both of these to hide the imperfections of a mediocre shorthand writer. Yet my interest, in spite of these handicaps, grows keener in each year's contest.

"In this letter I am enclosing a copy submitted in a former contest in which I received Honorable Mention. Will you please compare it with this year's specimen and tell me wherein I have improved or wherein I may yet improve. I assume, you see, that I have improved a little with all the effort I have made toward that end.

"A little later, I shall submit a club of specimens from my day and evening classes for the big contest. I find nothing adds so much zest to teaching and I am sure the pupils get real inspiration from it. In fact, I have noticed the improvement in the attendance of my evening classes since we began to talk about the O. G. A."

Did You See the Details?

The Teachers' Blackboard Contest copy was given together with the announcement in the October *American Shorthand Teacher*, and is reprinted here for the convenience of the teachers who did not receive a copy. With Thomas Carlyle, let us agree that "Our grand business is, not to see what lies dimly at a distance, but to do what lies clearly at hand" and prepare at once the contest copy so that it may be mailed in time to reach us not later than January 31, 1928, the closing date.

DON'T FORGET THE DATE!

Teachers' Blackboard Contest Copy

All specimens must be received by the examiners not later than January 31, 1928

AVOID much thinking or talking about what you have to undertake, but when you see that a thing needs doing and that people look to you to do it, go ahead and trust in Providence to bring you out with something accomplished. All hard workers, as a matter of course, will grow weary and brood and play the martyr; but if they manage to be in the main good-natured and energetic, they will be able some day to look back on a good deal of fair accomplishment, and although they will be ready to admit that they made mistakes every day and wrote and said and did things of which they were later ashamed, they would have been much more ashamed if they had not displayed "the courage of imperfection" and done their best under trying circumstances.

—Professor Trent.

Scale for Measuring Individual Progress in Accuracy-Speed Tests in Typewriting

By Frances-Effinger Raymond and Elizabeth Starbuck Adams

THERE has come to our office a suggestion that we feel deserves special attention. Because it seems to us to widen the scope of the measuring scale as presented in the November issue of the *American Shorthand Teacher*, we wish to present the suggestion to the teaching public. If you were interested in the original scale you will be still more interested in the suggested expansion of it.

Modification Suggested

Mr. Guy George, head of Commerce in the High School of Coeur D'Alene, Idaho, has adapted the Scale for Measuring Individual Progress in Accuracy-Speed Tests in Typewriting to meet the needs of his school in this way:

Errors	ACCURACY SCALE			1st 6 weeks	SEMESTER ONE		Per Cent
	15 Min. %	10 Min. %	5 Min. %		Net Words 2nd	3rd	
0	100	100	100	25	30	35	100
1	98	97	95	24	29	34	99
2	96	94	90	23	28	33	98
3	94	91	85	22	27	32	97
4	92	88	80	21	26	31	96
5	90	85	75	20	25	30	95
6	88	82	70	19	24	29	94
7	86	79		18	23	28	93
8	84	76		17	22	27	92
9	82	73		16	21	26	91
10	80	70		15	20	25	90
11	78			14	19	24	89
12	76			13	18	23	88
13	74			12	17	22	87
14	72			11	16	21	86
15	70			10	15	20	85
					14	19	83
					13	18	81
					12	17	79
					11	16	77
					10	15	75

Every six weeks in his school a grade must be handed in. He has scaled down the Net Word list five words for each six weeks in each semester. This gives three stages of progress for each semester, and, in our opinion, makes an admirable modification of the scale. With this must also go a modification of the accuracy scale according to the length of test;

in short tests of five minutes an error has the value of five; in a ten-minute test an error has the value of three.

We should prefer to have students in the first six weeks tested by the accuracy scale only. It seems to us a question of wrong emphasis to give any grade for a speed of less than fifteen words a minute. Some day we shall work this scale out on a basis of strokes per minute instead of net words. It gives a much clearer evaluation of a pupil's typing ability to think of his speed work in terms of strokes per minute. It is also easier to plan remedial drills, for, often, inaccuracies are caused by too rapid stroking. Again, too slow stroking may easily become a fixed habit if it is permitted to continue. A teacher has to use both the spur and the check-rein.

The scales for Semesters Two, Three, and Four on a six weeks' division, would run as follows below.

In the original scale when the per cent rating had reached 85% we arbitrarily dropped the

SEMESTER TWO			SEMESTER THREE			SEMESTER FOUR			Per Cent	
Net Words	1st	2nd	3d	1st	2nd	3d	1st	2nd		3d
6 weeks										
35	40	45	45	50	55	55	60	65	100	
34	39	44	44	49	54	54	59	64	99	
33	38	43	43	48	53	53	58	63	98	
32	37	42	42	47	52	52	57	62	97	
31	36	41	41	46	51	51	56	61	96	
30	35	40	40	45	50	50	55	60	95	
29	34	39	39	44	49	49	54	59	94	
28	33	38	38	43	48	48	53	58	93	
27	32	37	37	42	47	47	52	57	92	
26	31	36	36	41	46	46	51	56	91	
25	30	35	35	40	45	45	50	55	90	

(Follow the scale as far as you desire in this manner with exception mentioned.)

per cent two points per word. We are trying to get away from a tendency to accord credit to mediocre achievement and yet avoid the discouragement of the slower type of student. From the choice of tables offered it will be easy for each teacher to adapt the material to the needs of her own school and meet this dual purpose.

In the table as now presented the last six weeks of one semester overlap the first six weeks of the succeeding semester, a rather desirable thing considering the constant change in classes, teachers, and students unavoidable in the semester promotion scheme.

Present Only Current Scale to Class

In placing this scale before the class we recommend that only so much of it appear as applies to the six weeks that are current. If the whole scale were presented simultaneously it would be confusing and defeat the end for which it was created.

Since the original scale was distributed we have received much favorable comment. One teacher said that the improvement in the typing of her class in one week was hardly to be believed. She felt that the scale changed the pupil's attitude towards his work and, by setting definite goals, had made the practice more earnest and more pointed.

Please make the improvement of the scale itself your personal responsibility. This is a coöperative undertaking.



Preparation for New York Regents' Examinations

(Continued from page 148)

fice. About ten minutes of each recitation should be spent in answering a few of these questions.

Here are specimen questions:

1. What is meant by duplicating process? Name several mechanical devices.
2. Describe the mimeograph machine.
3. Describe the method of making a stencil, stating cautions to be observed.
4. Name and describe five parts of the typewriter carriage.
5. Describe the method of putting on a new ribbon.
6. How would you erase an error on a carbon copy?
7. Describe how to keep the typewriter in good condition.

Suggestions

1. The method of rating papers in both the Typewriting One-Year and Typewriting Two-Year classes should be identical.

2. By the use of practical exercises the work should be made so interesting that all pupils will exert themselves to measure up to the standard set by the teacher.

3. The dictionary habit should be formed by every pupil in the course. The slightest doubt as to the meaning, spelling or syllabication of a word should impel the student immediately to consult his dictionary.

It is the firm conviction of the writer that, if these suggestions are carried out, the pupil will be better prepared to meet both the rigid requirements of the Regents' Examinations and those of the business world.



The Use of the Blackboard in Teaching Shorthand

(Continued from page 150)

give a velvet surface, yet are hard, close-grained, and smooth. When properly installed by reliable firms they are guaranteed not to warp, chip, crack, or break for at least ten years. This type of board is in such demand that one firm alone states that it has supplied more than 42,000,000 square feet in the last thirty years.

The Kind of Crayon to Use

The kind of crayon to use depends upon the type of board upon which you have to write. If the board is slate or imitation slate, a hard, dustless, or medium-hard, dustless grade of the best quality should be used. If the board is of the "Hyloplate" type, softer with a velvety surface, a hard crayon will scratch and mar the surface and the lines will be duller and harder to see. Use a medium or soft crayon of the highest quality. There are many kinds of chalk on the market, and it will repay you to get several samples and test them thoroughly before deciding on the kind most suited to your board and hand. The best quality of chalk is absolutely free of grit, contains no soap, grease, or other ingredients harmful to the surface of the board, and is uniform in strength to withstand a firm grip of the fingers without danger of breaking or crumbling.

Special Studies in Technique

But what is to constitute the teacher's own practice? How is he to acquire that fluent, perfect style, those artistic outlines, and that general proficiency at the blackboard? The most important point is that the teacher should be interested in blackboard work.

(To be continued next month)

DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

Character, to grow, must have roots. (6)

Using the Boss's Spectacles

From "The Kalends" of the *Waverly Press*,
Baltimore, Maryland

Should any employee, no matter what the position, seriously consider and honestly answer the question "Would I hire myself?" would²⁰ the answer be affirmative? Silly question? No, not at all. Such a questioning would be actually placing oneself in the⁴⁰ boss's position long enough to allow an appraisal of one's qualifications as they really are, and not as they may⁶⁰ fondly be imagined.

Getting the boss's viewpoint would undoubtedly bring about a glimpsing of *why* it is profitable to stick⁸⁰ to one job rather than following will-o'-the-wisps. There is all too prevalent a notion that length of¹⁰⁰ service is all that is essential to secure promotion and increased pay. A view from the boss's perspective would soon¹²⁰ change that notion. Sticking to one's job plus sustained efforts for self-improvement is the combination which commands promotion and¹⁴⁰ increased pay—mere time-serving counts very little. A good compositor at the end of twenty years may be of¹⁶⁰ the same status as when he started—a good compositor. His own shortcomings or his natural limitations may have prevented¹⁸⁰ advancement.

Put yourself in the boss's place and size up just how calm, cool, and courteous *you* are when things²⁰⁰ go wrong. Do you cheerfully accept responsibility or are you in hot haste to pass the buck? It is a²²⁰ splendid mental gymnastic exercise to get such a slant upon oneself, *but be honest*.

Would you hire yourself? Cogitate upon²⁴⁰ this question a bit and it may be discovered that there are many things which are being done which ought²⁶⁰ not to be done, and that there are just as many things which are not being done which ought to²⁸⁰ be done. (282)

Business Letters

Credit Information

(From Gardner's "Constructive Dictation," pages 104 and 107, letters 5 and 11)

Joseph J. Burr & Son,
41 Aldrich Avenue,
Nashville, Tennessee

Gentlemen:

On September 20 we acknowledged receipt of the²⁰ order you presented us, assuming that

you wished the goods forwarded on open account. We proceeded to make the usual⁴⁰ inquiries regarding your financial affairs. Apparently, however, the commercial agencies have no information that would assist us in completing our⁶⁰ records.

May we suggest under the circumstances that you favor us with references, including among these your bank as well⁸⁰ as any other wholesale houses which are granting you credit privileges.

Your compliance with this request will doubtless not inconvenience¹⁰⁰ you, and we trust that it may be the means of beginning a series of pleasant relations, commencing with the¹²⁰ present order.

Yours very truly, (125)

Henry Simonson Company,
675 Jackson Street,
Lima, Ohio

Gentlemen:

We thank you for your order of January²⁰ 8. Now while we wish to assure you that we do not in the least question your financial responsibility, no⁴⁰ doubt you will remember that the last time we had open account relations, we failed in our efforts to obtain⁶⁰ a direct settlement of the small balance and we were obliged to place your account in the hands of our⁸⁰ attorneys before obtaining the money due us, at an expense of \$3.00 for attorney's fees.

We are very glad¹⁰⁰ that this misunderstanding is a matter of the past, and that the way lies open to renew credit accommodations. But¹²⁰ our invariable rule demands that this little amount be paid. No doubt this will appeal to you as fair, and¹⁴⁰ you will send us your check for \$3.00. Then we shall be very glad to reinstate the account immediately¹⁶⁰ and make shipment of the present order.

It is going to be a great pleasure to have many opportunities to¹⁸⁰ serve you in the future.

Yours very truly, (188)

26

Invest in cheerfulness. It always returns good dividends. (8)

Vocabulary Sentences

On Words in the Manual

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The annual report was read before the congregation. He glanced casually at each application with an authoritative air. You should²⁰ be careful to count every coupon. There was another attorney who seemed anxious to appear for the citizen. Will you⁴⁰ make affidavit as to the amount of the damage incurred by the automobile accident? The bankrupt was conspicuous among such⁶⁰ an assemblage of men. You will be accorded a cordial welcome. Do you think the architect will approve of this⁸⁰ plan for lighting the church? The new catalogue received the approval of the cabinet. The amalgamation of these two concerns¹⁰⁰ will be a great accommodation to us. His constant attention was given to his patient. The frequent appearance of the¹²⁰ administrator on the boulevard aroused much interest. He will be appointed to a civil office. What was the approximate value¹⁴⁰ of this land? These statements do not coincide with our views. How can you corroborate the statements of the architect?¹⁶⁰ These two substances will not amalgamate by any process known to the scientific mind. "America, the land of the free¹⁸⁰ and the home of the brave." (186)

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The English employer was ignorant of the danger at headquarters. The delegate was curious to know what caused the disaster.²⁰ To illustrate his disappearing stunt he made use of a crucible and a handkerchief. Her husband was unable to discover⁴⁰ who the defendant was. The thief seemed to degenerate instead of improve. He drew a horizontal line on the paper.⁶⁰ He was determined to execute this plan immediately. I shall default the match to you. He aided in the cultivation⁸⁰ of the field to fulfill his father's earnest desire. Ignorance of the law is no excuse. Kindly designate on the¹⁰⁰ map which road to take. Such accidents will have a tendency to demoralize your men. The Democratic delegation met in¹²⁰ New York. You will be required to work at a great disadvantage. This job will require an enormous amount of¹⁴⁰ work to put it in shape by the time desired. They found it dangerous to try to deceive the executive¹⁶⁰ of the flour mills. Each generation is made up of glorious deeds. The Democrat took the doctrine from the envelope. (180)

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We know the reaction in the laboratory will be almost instantaneous. He will inherit an enormous sum from his father's²⁰ estate. We feel that we are under no obligation to prove that this property belonged to a brother of our⁴⁰ client. You must persevere in your prac-

tice. Parliament will not depart from its regular course of procedure. A desire for⁶⁰ luxury instead of work seems to prevail in many modern homes. The President called the legislature in special session to⁸⁰ act on this important legislation. The child is obedient and very practical. I received an introduction to the plaintiff on¹⁰⁰ the day of the trial. The court has no jurisdiction over this case. Do you intend to iron all day?¹²⁰ Institutions for the young as well as the old are indispensable. The legislator knew how to bring about proper legislation.¹⁴⁰ The production of this play will be given in a small enclosure near the park. He said that he was¹⁶⁰ determined to prosecute the man to the full extent of the law but that he did not wish to persecute¹⁸⁰ him. The operation preceded his death. He was commanded to proceed instead of retreat. (194)

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The secretary withdrew his name after failing to qualify. The situation was really unusual. The accident was unavoidable. Her repugnant²⁰ manner was sufficient to provoke anyone. We are proud of our own United States of America. He handed his resignation⁴⁰ to the president of the board of education. His testimony helped to support our view of the case. The coach⁶⁰ gave the boy a quarter. He gave no reason why he decided to refuse assistance from the volunteer workers. A⁸⁰ vote will be taken on these various matters at our next meeting. He thought he could revolutionize the world, but¹⁰⁰ instead he brought about the most bloody revolution the world has ever known. A warrant was obtained to search the¹²⁰ warehouse of the wholesale firm located on Broadway. It is expected that the jury will reach a verdict before midnight.¹⁴⁰ The salesman for the coal company was thankful when the thermometer began to show cooler weather. He derived many social¹⁶⁰ benefits from his school work. His sympathy for the boy was aroused. After his struggle through school to broaden his¹⁸⁰ vocabulary, he was still undecided as to his vocation. (189)

Supplementary Lesson Drills—III

Lesson Nine

My dear Mr. Harding:

How about the insurance on your two houses at Trenton? Mr. Smith tells me that you²⁰ have let your policy lapse. Our company is now writing insurance at a very low rate for a three-year⁴⁰ term. We believe you cannot duplicate our rate in any other company. Should you desire, our agent will call⁶⁰ on you any day you may name and give you full particulars. We will consider it a very great favor⁸⁰ if you will write us about this matter at once.

Yours very truly, (93)

Lesson Ten

Blight, anniversary, atmosphere, calendar, canine, clever, canvas, delicate, dominant, ex-actitude, calculator, outreach, outskirts, fullest, goodbye, Godlike, nevermore, oftentimes, several thousand²⁰ dollars.

Dear Sir: It is time for the yearly report of the city directory. As you are familiar with the⁴⁰ location and acquainted with the names in the ninth ward we give you the opportunity of canvassing in this territory.⁶⁰ Kindly call tomorrow afternoon for your outfit.

Yours truly, (69)

Lesson Eleven

Gentlemen: If you desire correct and up-to-date information in regard to the form of government now existing in²⁰ that country I am glad to say that our firm will be able to favor you in this respect. I⁴⁰ believe our book is one of the best works of its kind on the market, for as many as nine⁶⁰ million copies had been given out by the end of the year 1926, and the demand is⁸⁰ still very great. We know you cannot obtain a book that will anywhere near compare with this and it is¹⁰⁰ one that will not soon go out of date.

Very respectfully yours, (112)

Lesson Twelve

Admixture, amidst, elimination, drayage, battle, benediction, carbonic, chunk, browned, classic, dropper, dropsy, refraction, replevin, disjoin, propound, habitual, wild, mucilage, misrepresent,²⁰ venture.

My dear Sir: The Dublin Opera Companies are giving a benefit concert next week and will present the best⁴⁰ known scores of that famous musician Leopold Arnold. I admit the fact that one must come early to secure a⁶⁰ choice seat and I am sending you three tickets for this event.

Sincerely, (73)



Keep the eye on the pencil and the book while waiting for the next word. (15)

The Mole

By Manthei Howe

From the Spring, 1925, number of "Remington Notes"

The Mole—they called her in the office. Not because she looked like a mole, for Betty Magnis was a²⁰ gay sparkling pink and gold girl, easily the best looking in the office, but she did have a habit of⁴⁰ plugging away at

her work from the first stroke of eight in the morning until the last dong of five⁶⁰ at night.

"I never saw anything like you," Margaret Ames declared sulkily. "You act as though your life depended upon⁸⁰ keeping at work every minute. This is no sweat shop."

"Oh, it's not as bad that," smiled Betty, "but¹⁰⁰ my pay envelope depends on my work and I'd like to coax that check to grow a bit."

"Listen to¹²⁰ that," laughed Mabel Farnsworth, "she aspires to be a second Hetty Green or the richest woman in the world."

But¹⁴⁰ no amount of teasing served to slow Betty's desire for work and so she became The Mole to the four¹⁶⁰ girls in Berkley and Baxter's office. She was the newest and greenest of the girls. Her desk was in the¹⁸⁰ corner furthest from the window, her chance of promotion seemed the slimmest, but Betty kept on serenely pegging away.

"Just²⁰⁰ like the good little girl in the story book," scoffed Margaret as the girls stood about one morning waiting for²²⁰ the clock to strike eight. "Will you look at The Mole typing away like mad, before eight, too."

The four²⁴⁰ girls eyed her in almost hostile silence. To save themselves they could not get really angry at her. She was²⁶⁰ too good-natured. They did wish though, that she would not establish what they considered a bad precedent.

"Well, Mademoiselle²⁸⁰ Mole," Lottie Ziegler finally burst out impatiently, "where do you think your digging will get you this morning?"

Betty's blue³⁰⁰ eyes left her work for one fleeting second to take in the new gray dress that Lottie Ziegler was wearing³²⁰ so self-consciously. Then two tiny imps of mischief peeped from those childlike blue eyes.

"I expect my digging to³⁴⁰ take me to the senior partner's office," declared Miss Betty Magnis most demurely.

"There's your answer, Lottie," shouted the girls³⁶⁰ joyously.

For Miss Ziegler was the senior partner's special stenographer and she gave herself airs accordingly, which made her none³⁸⁰ too popular.

In a hurried settling to the morning's work, the joking remark was tucked away, but that it bobbed⁴⁰⁰ up in the girls' minds was evident from the inquiring smiles they tossed Bettyward from time to time. It⁴²⁰ was evident too in Lottie Ziegler's narrow-eyed appraising scowl. She was beginning to respect, unwillingly enough, the Mole's pegging.⁴⁴⁰ That fixed ideal of industry began to look business-like and menacing.

It was shortly before noon that the senior⁴⁶⁰ partner came hurrying out of his office. His hair was ruffled. His pockets bulged with papers, notes, and loose ends⁴⁸⁰ of memorandums. The girls typed warily, watching out of the corners of their eyes the big square-jawed man.

They⁵⁰⁰ recognized the symptoms. Their boss was the finest man in the building. Any of the girls would defy you to⁵²⁰ disagree with their verdict, but any of them would have acknowledged that when he wanted things

done he wanted them⁵⁴⁰ done in a hurry. Moreover he was gifted with a rather meager stock of patience and a fine flow of⁵⁶⁰ sarcasm.

He was scowling impatiently as he stood in the doorway.

"Miss Ziegler, please get the papers in the Pulter⁵⁸⁰-Mischawaming case," he asked, and then retreated to his office.

The girls gave a sigh of relief and straightway settled⁶⁰⁰ back to work. This request was trivial. All the papers were filed and indexed. It only meant a few minutes⁶²⁰ work.

Suddenly Margaret jumped as if someone had prodded her with the business end of a pin.

"Phew," she whispered⁶⁴⁰ to Betty. "Come to think of it, that case was fought out four or five years ago. The papers must⁶⁶⁰ be stored away in the vault. Lottie will get her new dress christened."

"Mischawaming," grinned Betty as she slipped a⁶⁸⁰ clean sheet of paper in her machine. "It sounds like the name of a Pullman sleeper or a new rag."⁷⁰⁰

"It was an important mining case," the older girl explained. "Caused all kinds of litigation a few years ago. I've⁷²⁰ forgotten, but I think there was something like half a million dollars in the deal. It was one of the⁷⁴⁰ first cases I was put to work on when I came to the office.

The senior partner's impatient voice cut⁷⁶⁰ short her explanation. "Miss Ziegler," he questioned, "where's Miss Ziegler?"

"In the vault," Margaret directed him.

From her place in⁷⁸⁰ the corner, Betty could see and hear all that took place in the vault. It was not a question of⁸⁰⁰ spying. Mr. Berkley's high, clear voice carried well.

"Can't you find those papers, Miss Ziegler?" Betty caught herself listening.

"Really⁸²⁰ Mr. Berkley, they don't seem to be here."

"They're here," he snorted impatiently, "although it may take some searching to⁸⁴⁰ find them.

"Pulter versus Saxon; Eggleston, Silver River, that's not it. Pulter versus Isle Royale," he ran over the packets⁸⁶⁰ impatiently. "See if it is in that stack on the top shelf."

Lottie Ziegler gingerly held her skirts away from⁸⁸⁰ the dusty stacks of papers and peered at the pile of envelopes on the shelf.

"That pile is marked 'miscellaneous,'"⁹⁰⁰ she confided.

She made no move to look over the envelopes. Mr. Berkley's eyes narrowed. Without a word, he strode⁹²⁰ back to the office. The girls were all typing away at their machines, intent on finishing work before noon.

"Miss⁹⁴⁰ Magnis," he called crisply, "kindly find the papers in the Pulter-Mischawaming case. They are somewhere in that vault. Miss⁹⁶⁰ Ziegler will finish your work."

He turned on his heel without further comment. In fact, he had already dismissed the⁹⁸⁰ incident from his mind. As far as he was concerned the incident was ended. The girls were not trained to¹⁰⁰⁰ take anything of the kind as quietly. They stared at Betty. She

stared back. She retained just enough sense and¹⁰²⁰ sufficient presence of mind to turn over her work and go into the vault. (1034)

(To be concluded next month)



Opportunity doesn't knock around with other knockers. (7)

Comparing the Two Machines

From "Your Job"

By Harold Whitehead, of Boston University

I compare the positive traits of character with important parts of the automobile.

Now, let me show how close this²⁰ comparison is:

First of all, I compare Initiative with the Self-Starter. Initiative is that quality which makes us do⁴⁰ things of our own volition. Some people have to be "cranked" into action, others are equipped with self-starters—they⁶⁰ have Initiative.

Ambition in the human machine is like the Accelerator on the automobile. If you have real eager ambition,⁸⁰ you put on speed—you are equipped with an accelerator. Your ambition makes you leap ahead of the jogging procession,¹⁰⁰ just as the automobile shoots forward when you press on the accelerator.

Tact—that's the human Steering-Wheel. It enables¹²⁰ you to guide your way skillfully past the "bad places" in the road. An automobile with a faulty steering wheel¹⁴⁰ would be everlastingly in trouble—the person lacking in tact is everlastingly in trouble.

Industry is the Engine. Unless the¹⁶⁰ engine is running smoothly and continuously, no progress is made. An engine that runs jerkily, which "back-fires," brings the¹⁸⁰ car to a standstill. You come to a standstill when you cease to be industrious.

Efficiency. That is surely the²⁰⁰ Differential. For the possible one or two readers who do not possess an automobile, let us say that the differential²²⁰ is a contrivance which makes it possible for an automobile to turn corners safely and easily. If you think for²⁴⁰ a moment you will realize that when an auto turns a corner the "outside" wheel covers more ground than the²⁶⁰ "inside" wheel. The differential attached to the rear axle is a clever contrivance which takes up the difference so that²⁸⁰ there is no skidding or slipping. It enables the car to take a curve with no loss of energy—that³⁰⁰ is efficiency, for efficiency is the ability to effect results without waste motion.

The next on our list is Carefulness,³²⁰ which has for its counterpart in the automobile the Horn. The horn warns of danger—danger to the car driver³⁴⁰ and to others nearby. The careful driver uses his horn for self-protection. If he fails to sound his horn³⁶⁰

he is liable to get into a smashup—and he will be at fault because he is careless.

Surely there⁸⁸⁰ is no need to carry the comparison further.

Self-Control—that is the quality which prevents you going too far⁴⁰⁰ in the wrong direction. It is the Brake—the brake on extravagance, reckless living, and all the foolish emotions and⁴²⁰ impulses which, if not checked, lead to disaster.

Temperance—the trait which helps us to be moderate in our habits,⁴⁴⁰ our speech and actions, our passions. Temperance is to you what Tire Chains are to the automobile. It prevents you⁴⁶⁰ skidding off the road you are traveling. If you are intemperate, you skid hither and thither as soon as you⁴⁸⁰ strike the slippery roads of opposition, temptation or encouraging flattery.

When you are encouraged to boast, brag, talk wildly, and⁵⁰⁰ exaggerate—put on your chains.

Next we come to Concentration—that's of course the Clutch. If the clutch slips, the⁵²⁰ car loses its power. The engine may be working splendidly, but if the clutch does not grip tightly, the engine's⁵⁴⁰ power is wasted. You may be working well, but, if you do not concentrate, the result of your efforts is⁵⁶⁰ frittered away.

Economy—the faculty to use or spend wisely. Obviously that is the Carburetor. If the carburetor is not⁵⁸⁰ adjusted properly the engine gets too rich a mixture and the gasoline is wasted. A poor carburetor wastes the power⁶⁰⁰ of the "gas." If you are deficient in economy you waste your resources and cannot travel nearly so far along⁶²⁰ the road of success as one who spends his resources—financial, physical, and nervous—wisely.

Stability is the Frame. A⁶⁴⁰ poor, ill-fitting frame will soon break down the running force of the best engine made. If you are not⁶⁶⁰ stable in your purpose, your energies break down or scatter, and prevent you from traveling far enough in any one⁶⁸⁰ direction to get there.

Will power: The vital spark of human action, that inborn force which makes us go on⁷⁰⁰ and conquer in spite of all opposition. Psychologists tell us there is no such thing as will power, for it⁷²⁰ is really obedience to our dominating interests. It sounds interesting, but you know and I know that we are free⁷⁴⁰ agents and can will ourselves to go somewhere and do something. Will power is our Electricity, that wonderful force which⁷⁶⁰ no one can describe. All we know about it is that it is there and in our control. Without will⁷⁸⁰ power we are spineless jellyfish; without electricity the automobile becomes junk.

Our next trait is Loyalty, which I compare with⁸⁰⁰ the Mud Guards, for loyalty protects us from becoming smirched with the slime of mud slingers and "knockers." That's what⁸²⁰ mud guards do, isn't it? They protect the cleanliness of the car from the filth of the road.

Constructiveness is⁸⁴⁰ the Tool Kit. Without a tool kit the automobile owner cannot repair a break, nor can a mechanic build up⁸⁶⁰ a car.

An automobile that is not finished so far

as paint and upholstery is concerned, is able to travel⁸⁸⁰ just as far and effectively as it can when polished and fitted with those little odds and ends which add⁹⁰⁰ to the refinement of the car. But people are willing to pay much more for the finished article.

For just⁹²⁰ the same reason, the business world is willing to pay you more money if you have Refinement, which is the⁹⁴⁰ equivalent to the Upholstery and Paint of the automobile.

Courtesy—that's easy. Courtesy is the Oil which makes things go⁹⁶⁰ easily and without friction. The man who lacks courtesy throws sand in the bearings and then wonders why things go⁹⁸⁰ wrong. Quit oiling your automobile for a few months and the machine will burn out its bearings and become a¹⁰⁰⁰ candidate for the junk pile. Quit being courteous for a few months and you will be as popular as a¹⁰²⁰ skunk at a church fair.

Decision in the human machine has its counterpart in the Spark Plugs in the automobile.¹⁰⁴⁰ The electricity (will power) causes the "gas" in the cylinder to explode at the exact second when best results are¹⁰⁶⁰ obtained. If the spark plugs held back the spark until the "gas" was exhausted the electrical energy would be wasted.¹⁰⁸⁰ If you want to get results you must have decision, you must not hesitate to go ahead when the time¹¹⁰⁰ is ripe, or your efforts may go for naught.

Endurance next. That's the Gasoline. If the car runs out of¹¹²⁰ "gas" it's stuck until more gas or a tow is secured. If you lack endurance you come to a standstill.¹¹⁴⁰

Observe how accurately these comparisons apply. Economy of effort (the carburetor) makes your endurance (the gas) go farther. By acting¹¹⁶⁰ promptly and with decision (the spark plugs) you make your efforts produce maximum results if your will power (electricity) is¹¹⁸⁰ strong.

Reasoning Power—the use of which enables you to see ahead—serves the same purpose for you as the¹²⁰⁰ Headlights do for the driver of a car.

The road ahead is made clear so that the automobile can travel¹²²⁰ forward safely. That's just what reasoning power does for you. It enables you to see the bad places ahead and¹²⁴⁰ with tact (the steering-wheel) avoid them.

And now we have Optimism—being able to see the best side of¹²⁶⁰ things and not to be worried by petty annoyances. If you go automobiling in a car without a wind shield¹²⁸⁰ you have a miserable time. Every gnat, speck of dust, and gust of wind becomes a source of discomfort and¹³⁰⁰ distress. The wind shield protects you from those trifles which, however, are not trifles without it. That's what Optimism does¹³²⁰ for you.

Honesty is living four square with the world. It is sailing under true colors. That is what the¹³⁴⁰ License Number Plates are to the car. The automobile or the human being, which does not tell people what it¹³⁶⁰ is and what its "number" is, is under suspicion.

The next trait on the list is Courage—the quality of¹³⁸⁰ going ahead in spite of opposi-



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tion and set-backs. The automobile which travels on flat tires is like the man¹⁴⁰⁰ lacking courage. Progress is very slow, for every jar on the road is feared. No speed can be made until¹⁴⁵⁰ the tires are inflated so that the car goes over the bad places without undue jarring. That's why Courage is¹⁴⁴⁰ like Tires.

Enthusiasm is first cousin to Courage. Without enthusiasm it's hard to be vigorously courageous. Therefore, its duplicate in¹⁴⁶⁰ the automobile is the Shock Absorbers. The tires and the shock absorbers make for easy and swift progress—so do¹⁴⁸⁰ courage and enthusiasm.

Recollection—that quality which helps us to keep appointments, make good on promises and avoid contradictions. It¹⁵⁰⁰ may be compared to the Spare Tire of the automobile, for both Recollection and the Spare Tire help us to¹⁵²⁰ keep appointments and to *get there* on time.

You may make five thousand miles without a puncture—but, when it¹⁵⁴⁰ comes, you are held up for some time and have the mean job of repairing a tire while on the¹⁵⁶⁰ road, unless you have a Spare Tire. With it you can go ahead again in a few minutes. To forget¹⁵⁸⁰ an important matter may cause you much wasted energy and time.

Neatness in you is comparable to Neatness in the¹⁶⁰⁰ automobile. Both machines may be working well, but if untidy, both are under a handicap. People don't care to be¹⁶²⁰ seen in a shabby-looking, untidy car, nor with a sloppy, untidy person.

Cheerfulness—that's the Pump. Suppose you were¹⁶⁴⁰ gloomy and morose and despondent. You would not be very courageous, would you? On the other hand, cheerfulness develops courage¹⁶⁶⁰ (the tires) just as the pump blows up the tires. Be cheerful and you will not worry over the trifling¹⁶⁸⁰ "bumps" on the road of life—your tires (courage) will be well expanded and able to carry you over the¹⁷⁰⁰ rough places without trouble.

And Health—we may consider that as the Radiator which keeps the engine (industry) running efficiently.¹⁷⁵⁰ Let the radiator cease to function and the engine quickly becomes overheated, and *there's trouble*.

Next we have Obedience, which¹⁷⁴⁰ seems to me to represent the gears in the automobile. Unless the gears mesh and work together in the way¹⁷⁶⁰ the driver desires, a stripped gear and a repair bill follow in sequence. Unless you work with others to effect¹⁷⁸⁰ the plans of the concern for which you work, you are stripped of your job, and you pay the price¹⁸⁰⁰ of disobedience.

Sense of Humor—what a helpful quality in emergencies! If you possess a sense of humor you will¹⁸²⁰ never get "mad" or act on hot-headed impulse. Sense of humor is your Fire Extinguisher. An automobile may never¹⁸⁴⁰ catch fire, but, if it does, a fire extinguisher is mighty useful. Many a man has destroyed his prospects with¹⁸⁶⁰ a concern merely because he lacked a sense of humor which would have saved him from taking irritating happenings too¹⁸⁸⁰ seriously.

Sincerity of purpose makes for absolute reliability. It is the *quality* of a person. Just

as an automobile which¹⁹⁰⁰ has *quality* material in its construction will stand up under severe strain and, in consequence, fetches a higher price than¹⁹²⁰ the cars of cheaper material, so you can command and get a higher price for your services if they have¹⁹⁴⁰ the fine tempering of sincerity.

Just two more—Knowledge and Life itself.

Knowledge is like the Man at the Wheel.¹⁹⁸⁰ The auto is just junk unless there is someone to drive it—and if that someone does not know how¹⁹⁶⁰ to drive, he will quickly turn the car into junk.

You may possess all the qualities mentioned, but you are²⁰⁰⁰ a mere man of potentialities until vitalized by Knowledge.

You must know how to drive yourself so as to use²⁰²⁰ all your qualities to a good purpose, so that you will travel along the Road of Life happily and usefully.²⁰⁴⁰

As the Man at the Wheel drives the automobile along the highways and byways of the country so you, by²⁰⁶⁰ your knowledge, will progress along the Road of Life. (2069)

oo

Genius begins great works, labor alone finishes them. (8)

oo

Filling a job successfully is the solution of the most fascinating puzzle that comes before us. (16)

The Measure of a Successful Secretary

By Earl B. Morgan

Manager, Curtis Publishing Company, Philadelphia

From the "American Shorthand Teacher" for June, 1926

First, you must have the working tools of your trade and they must be bright and sharp; you must be,²⁰ first of all, a competent stenographer, able to take dictation and transcribe a letter which will be neatly typed, accurately⁴⁰ spaced and arranged, correctly spelled and punctuated.

Second, you must have tact, poise, and initiative. How often we hear those⁶⁰ three words and how seldom, perhaps, is their real significance understood. A secretary must have tact—must understand the employer,⁸⁰ meet his moods, smooth over the rough places, and relieve him of unnecessary details. You must have poise, for the¹⁰⁰ timid-rabbit type of girl who bursts into tears at a word of reproof and whose feelings are always under¹²⁰ foot waiting to be trodden on is as useless in an office as a Persian cat. You must have initiative,¹⁴⁰ or, rather, the faculty of understanding your employer sufficiently

well to do his thinking when he is not there to¹⁰⁰ do it himself—in other words, act, in his absence, as you know he would act, decide as you know¹⁰⁰ he would decide.

The average girl thinks this is easy, but she is mistaken. It is only by careful study²⁰⁰ of your employer's mental processes that you can venture to act for him, and it is only when you can²⁰⁰ do this successfully, that you can be said to have "plenty of initiative, that you can do that something over²⁴⁰ what is expected." As one employer tersely put it, "The difference between a secretary and a stenographer is the difference²⁰⁰ between the girl who knows the right thing to do at the right time and does it, and the girl²⁸⁰ who does the right thing when she is told."

Third, you must have ambition and the capacity to learn and⁸⁰⁰ absorb the details of business; to handle the correspondence, the life blood of any organization; meet clients or customers, and³²⁰ by your attitude make friends not enemies for the house. You will have a chance to learn the inside of³⁴⁰ a business, particularly executive methods—just why one thing is right and another wrong—and if you are the right³⁰⁰ type and handle small things well, your employer will turn over to you the bigger things. The office manager of³⁸⁰ today often was "only a stenographer" yesterday who demonstrated by her tact, loyalty, level-headedness and ability that she was⁴⁰⁰ capable of bigger things and her employer was not afraid to trust her with them when the opportunity came.

I⁴²⁰ want to tell you of a personal experience of mine which illustrates better than in any other way what I⁴⁴⁰ mean by real business initiative on the part of a secretarial-stenographer, the margin between a real secretarial-stenographer and⁴⁶⁰ a "glorified" stenographer. I went to New York one day unexpectedly on business and about eleven o'clock 'phoned a man⁴⁸⁰ it was necessary for me to see and with whom I had been corresponding. His secretary answered the 'phone. When⁵⁰⁰ I asked for Mr. —, she inquired who was calling. I could tell that she recognized me immediately and that⁵²⁰ she was thoroughly familiar with the business between her chief and myself. She then told me that Mr. — was⁵⁴⁰ out but that he wanted to see me, she was sure; that he would be back at twelve-fifteen, and⁵⁶⁰ that she would expect me there to see him then. Mr. — came in shortly after I arrived and obviously⁵⁸⁰ was surprised yet pleased to see me. His secretary immediately said, "I have arranged for you to lunch with Mr.⁶⁰⁰ Morgan at the — club."

During luncheon, we settled the business about which we had been corresponding, and then I⁶²⁰ said, "That's a real secretary you have. How did she know you would lunch with me?" "Well, I'll tell you,"⁶⁴⁰ he said, "that girl is a real business woman. She knew that if she simply told you I was not⁶⁶⁰ in, you would make another engagement and I would miss seeing you on this matter. She knew I wanted

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to⁶⁸⁰ see you about it, so she cancelled a less important engagement and dated you up! (695)

Key to November O. G. A. Test

OLIVER WENDELL HOLMES

It is not for me in such a paper as this to attempt any judgment of his work. I have²⁰ loved it, as I loved him, with a sense of its limitations which is by no means a censure of⁴⁰ its excellences. He was not a man who cared to transcend; he liked bounds, he liked horizons, the constancy of⁶⁰ shores. If he put to sea, he kept in sight of land, like the ancient navigators. He did not discover⁸⁰ new continents; and I will own that I, for my part, should not have liked to sail with Columbus. I¹⁰⁰ think one can safely affirm that as great and as useful men stayed behind, and found an America of the¹²⁰ mind without stirring from their thresholds. (126)

30

A good New Year resolution: To have resolution. (8)

Charge to the Jury

(Concluded from the December issue)

of his employment by reason of this relation was to furnish him reasonably safe tools, machinery and appliances⁵⁰⁰ with which to work. The tools or machinery used need not be of the safest, best, nor of the most⁵²⁰ improved kind. It is sufficient if they are reasonably safe, and adapted to the purpose of the employment. If the⁵⁴⁰ master fails to observe this rule of law, and injury results to his servant from such failure, he becomes liable⁵⁶⁰ therefor on the ground of negligence. In the performance of this duty the master must use all reasonable care and⁵⁸⁰ prudence for the safety of the servant, having regard to the character of the work to be performed. Such care⁶⁰⁰ must be in proportion to the danger of the employment. The servant has the right to rely on the master⁶²⁰ for the performance of this duty without inquiry on his part. The servant assumes no risk whatever as to such⁶⁴⁰ primary duty at the time he enters upon his employment; but he does assume all the ordinary risks incident to⁶⁶⁰ the employment; such as are patent, seen and known, or which may be seen and known by the ordinary use⁶⁸⁰ of his senses. And he is required to exercise due care and caution in the course of his employment to⁷⁰⁰ avoid dangers and injuries; for the master, having performed the primary duties required of him, is not an insurer of⁷²⁰ the safety of his servants.

It is the duty of the master also to maintain said tools and machinery in⁷⁴⁰ a reasonably safe condition so long as they are continued

in use. If the master knows, or by the use⁷⁶⁰ of due diligence might know that the tools and machinery in use in his business are not reasonably safe, it⁷⁸⁰ is negligence on his part to fail to remedy and correct the defects of which he has knowledge, or by⁸⁰⁰ the exercise of due diligence he might discover. Notice to the foreman or person in general charge of the business,⁸²⁰ or having charge and control of the men and the cars, that the machinery is unsafe and dangerous, is, in⁸⁴⁰ law, notice to the master; and after the receipt of such notice it would be negligence on the part of⁸⁶⁰ the master to fail to make such machinery reasonably safe for the servant in his employment. But in such case⁸⁸⁰ the master would not be liable if the servant having knowledge of such defect continued to use such machinery. The⁹⁰⁰ servant must always exercise such care and caution to avoid danger as the circumstances reasonably require, and the greater the⁹²⁰ danger the greater the care, diligence and caution required.

But even though machinery is defective in the knowledge of the⁹⁴⁰ employee, yet if the master has knowledge of such defect and promises to remedy the defect, and the employee, relying⁹⁶⁰ on that promise, continues by direction of the master to use it for a reasonable time, he does so at⁹⁸⁰ the master's risk, inasmuch as he has a right to rely on such promise.

If you should believe from the¹⁰⁰⁰ evidence that the defendant exercised reasonable care in the inspection of the trolley car which the plaintiff was operating at¹⁰²⁰ the time of the accident, and that the brakes of said car, or other appliances complained of, when last inspected¹⁰⁴⁰ before the accident, were in reasonably good working condition and that any defect or disorder, if there was any, in¹⁰⁶⁰ any of said appliances was not discovered sufficiently long before the accident so as to reasonably permit the repair thereof¹⁰⁸⁰ or the discontinuance of the operation of such car, in such event the existence of such defect or disorder would¹¹⁰⁰ not constitute negligence on the part of the defendant.

If you should believe from the evidence that the defendant exercised¹¹²⁰ reasonable care in the inspection of the car in question and of the brakes and other appliances thereon, and that¹¹⁴⁰ the same were found in reasonably good working condition when the car was turned over to the plaintiff to operate¹¹⁶⁰ as a motorman, shortly before the accident, and that any defect or disorder, if there was any, in said appliances,¹¹⁸⁰ occurred during the operation of the car by the plaintiff, and that there was no opportunity to repair the same¹²⁰⁰ or discontinue the use of the car before the accident... (1210)

[This Judge's Charge was dictated at 240 words the minute in the 1913 international speed contests.]

30

Judgment is forced upon us by experience.—Johnson. (8)

A college education trains the mind but it never fills an empty head. (13)

Short Stories in Shorthand

Coöperation

Sidney: My father and I know everything in the world.

Creighton: All right. Where is Cape Town?

Sidney: Well—that's²⁰ one of the questions my father knows. (27)

The Fate of Many

"Sad ending for a story!"

"What?"

"To see a novel marked down from \$2 to 28 cents." (19)

Change of Dress!

The lawyer questioned the girl still more: "You have been a witness in court before in another suit, it seems²⁰ to me?"

"Oh, yes, I recall it perfectly! Light waist, dark skirt, a sash of red, and a lovely hat⁴⁰ to match," she said. (44)

Batter Up!

"How would you like to sign up with me for a life game?" was the way a baseball fan proposed.²⁰

"I'm agreeable," replied the girl; "Where's the diamond?" (28)

Ability Plus

An Irishman applied for a job at a power plant.

"What can you do?" asked the chief.

"Almost anything, sir,"²⁰ said the Irishman.

"Well," said the chief, a bit of a joker, "you seem to be all right, could you⁴⁰ wheel out a barrow of smoke?"

"Sure, fill it up for me." (52)

The American Abroad

An American happened to be in Sicily during an eruption of Etna. "You've nothing like that in America, have you?"²⁰ said the Italian friend of his with pride.

"No," replied the visitor, "we haven't, but we've got Niagara Falls, and⁴⁰ they'd put that fizzing thing out in five minutes." (49)

Taking Him at His Word

Waiter: How will you have your eggs cooked?

Customer: Make any difference in the price?

Waiter: No.

Customer: Then cook²⁰ 'em with a slice of ham. (26)

The Trade Mark

He: I have ordered the ring, dear. What would you like to have engraved on it?

She (a publisher's daughter):²⁰ Well, "All rights reserved," I think would be rather nice. (30)



Short Classics

HAVE you received your presentation copy of "Short Classics in Shorthand?" You have seen the announcement, of course, telling how you can win this beautiful book—it is being repeated again this month (on the inside front cover of this magazine). Many hundreds have already been sent to the successful clubbers, and we hope each one of you can soon bring your *Gregg Writer* subscription club up to the required 90 per cent!



Roses

EVERY once in a while we receive a letter, not primarily a testimonial, which is really stronger evidence of the regard readers have for the *Gregg Writer* than any number of extravagantly worded letters of praise.

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"I wonder if you will send me another copy of this month's *Gregg Writer*? I received my usual copy at school and was taking it home with me when I stopped to do some shopping on the way home and had my car stolen—*Gregg Writer* and all.

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Another striking tribute to the *Gregg Writer* is a letter received from one of our subscribers in a State Penitentiary where, according to the rules, each prisoner is allowed to write only one letter every week. This prisoner used his one precious weekly letter writing to tell us that his copy of the *Gregg Writer* for that month had not reached him, and to ask us for a duplicate.

Another thing which impressed the subscription department was that all during the great floods in the Mississippi Valley and in the New England States, subscription orders were constantly received from the very districts which bore the brunt of the disaster.

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